

DOCUMENT RESUME

ED 195 232

IR 008 941

AUTHOR Watstein, Sarah Barbara
TITLE Burnout: From a Librarian's Perspective.
PUB DATE Nov 79
NOTE 40p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Definitions: *Fatigue (Biology): Job Satisfaction:
*Librarians: Library Instruction: Library Services:
Reference Services: *Stress Variables: Workshops
IDENTIFIERS *Burnout

ABSTRACT

Intended to focus attention on librarians' needs regarding coping with mental and physical occupational stress, this report summarizes the activities of a workshop on the concerns of librarian instructors held in the fall of 1979 by the California Clearinghouse on Library Instruction (CCLI): discusses the various definitions of burnout; and presents a selective, annotated bibliography of works on (1) teacher/librarian burnout, stress, and job satisfaction; (2) burnout and stress in other professions; and (3) miscellaneous works about burnout. Attachments consist of materials received by CCLI workshop participants. (FM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Burnout:

From a Librarian's Perspective

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Sarah Barbara Watstein

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Sarah Barbara Watstein

**Reference Librarian and
Coordinator of Library Instruction
Teachers College
Columbia University**

ED195232

IR008941

INTRODUCTION

A random survey of continuing education brochures, university extension catalogs, advertisements in educational supplements to prominent newspapers, and workshops offered by professional associations at their annual conferences or bi-annual meetings, reveals an increasing number of programs which focus on burnout. These programs are titled "Stress and Burnout: Four Hours of How Not To;" "Burn-Out: How to Recognize It and How to Handle It;" "Stress Control;" "Stress Management;" "Burnout: The Helper's Disease;" "Personal Stress, Personality, and Creativity;" and so on. These programs are designed, for the most part, to increase the individual's awareness of how and what areas of stress are created in his/her life. They discuss the impact which personal stress and personality make on our creativity. They examine the positive and negative aspects of stress, what it is and what it can do to your health. Participants learn what stress areas now exist in their lives; how to develop a conscious awareness of when distress is affecting them; how to become aware of avenues to create change. Positive programs of self-help are promised, and courses often include workbooks and materials outlining several major relaxation processes and exercises, such as guided visualization and mental imagery processes as well as methods of retraining personal reactions and taking better charge of our responses to stress, such as assertive techniques.

Course, workshop or seminar particulars, such as: association or academic department, fees, class size, sponsoring agency, location, intended audience, background of the speakers, marketing techniques, and credit status, vary from program to program, yet there is a common assumption behind these programs. This assumption is in two parts, first, that all of us experience petty annoyances, and big crises, which cause physical and psychological changes that, if not recognized and adjusted to, can add up to stress. Our stress is less tangible than worrying about plague and wars and famine. Our stress is more psychological and

sociological, more connected to complex and intangible issues with which we are not prepared to deal. We cope with not immediate physical fears, until we get older, but issues as personal and professional relationships and the quality of life. Secondly, whatever our stress is attributed to, it is commonly assumed that certain kinds of stress, if not dealt with effectively, can be very unhealthy. The solution to this human predicament lies within us; the answer(s), too, are already there. The multiplicity of programs on burnout (clearly a manifestation of stress, a stress syndrome, as will be discussed later) exist because we "need" to learn how to call forth this answer.

As a Reference Librarian, whose primary responsibility has been in library instruction, I have long been aware that the program brochures, catalog copy, and advertisements are directed at those in the "helping" professions--nurses, policepersons, teachers, and so on, but not librarians. Were we not also "people helpers?" Or, were we immune to stress, to burnout? Why weren't librarians in the groups targeted for these workshops? Why was there a dead spot in the literature concerning stress and librarians, burnout and librarians? Few librarian instructors I know would deny their susceptibility to burnout, yet why were our particular experiences of physical, emotional, and attitudinal exhaustion ignored by the self-appointed gurus of stress relief?

Intrigued by the subject matter of these programs, their increasing popularity, and broad appeal across a variety of professions, and equally mystified that librarians' needs as regards coping with their mental and physical occupational strains were largely ignored, the California Clearinghouse on Library Instruction (CCLI) Workshop Planning Committee, of which I was a member, confronted the beast head on. In the fall of 1979, we sponsored a workshop entitled "And Gladly Teach: Concerns of Librarian Instructors." The program consisted of a morning session, "Burn Out: Coping with the Stresses of Library Instruction," followed by lunch,

The Panel : Composition and Structure of the Session

The panelists in the morning session included Steven Hart, LCSW of the Psychiatric Division, Children's Hospital, Los Angeles, California; Gary Richman, LCSW in private practice in Los Angeles, California; Lillian Chan, librarian, California State University, San Diego; and Marty Courtois, Science and Technology Librarian, California State University, Long Beach. The session consisted of the following components: an overview of the session, considering composition of panel, format of discussion, etc; introduction of the panelists; a collage of definitions of burnout; opening remarks by the panelists on specific areas (Steven Hart - burnout, the phenomenon in general; Gary Richman - the stages of the burnout syndrome; Lillian Chan - burnout as it surfaces in libraries; Marty Courtois - burnout as experienced by a beginning - but - borderline - midlife librarian); questioning of panelists by moderators; and an open forum in which workshop participants were given the opportunity to address panelists.

The panelists were provided with questions to consider as probable discussion points at the workshop. The psychiatric social workers were asked to reflect on such questions as:

1. How would you define this concept? Consider its etymology, and its position in a medical, psychological, sociological, and historical context.
2. Discuss this term as it is used in rock music, i.e. in a popular context as slang.
3. Discuss the myths, misconceptions, and pieces of misinformation associated with this term.
4. Discuss this phenomena in general, as it relates to professionals, to the institutional setting, to librarians, to libraries.
5. Describe the stages, or passages, of this "disease" - early symptoms, warning signs...advanced symptoms.
6. Describe the beginning/mid-life/seasoned professional's experience of this "disease".

an afternoon program, "Techniques for Gladly Teaching," a break, and wrap-up and discussion of the Clearinghouse's "Position Paper on the Essential Nature of Library Instruction in Academic Libraries." The Workshop was originally scheduled for May 19, at University of California, Irvine, however the statewide gasoline crisis necessitated a postponement of the program to November 3, 1979.

Ms. Teresa (Terry) Jacobsen (Mount St. Mary's College, Reference Librarian) and I, as originators of the morning session's theme, were responsible for the planning, developing, coordinating, and conducting of this session. (As librarians actively involved in library instruction we "suspected" that our creative performances were indeed affected by our motivation stress patterns: we were consciously aware we would benefit from the session planning, as well as the final workshop!)

This report will be in three sections: 1) a brief chronology and summary of the burnout session; 2) a discussion of the myriad definitions of this phenomena; and 3) a presentation of a selective bibliography on burnout.

7. Can a professional build a strong emotional portfolio to combat - a priori - the onset of burnout? How would personal and professional goals and objectives be incorporated into such a portfolio?
8. How can professionals avoid "flying blind" and "check in" with their own control towers for direction in life?
9. Discuss models or modes in training employees/supervisors to confront/ combat burnout. Consider such formats as cram courses, institutes, workshops.
10. Discuss industry's, business', library's increasing reliance on psychology and psychiatrists for management development training.

The librarians were asked to consider such questions as:

1. Discuss the phenomenon in libraries. Consider the following:
 - a. "Everyone" seems interested in the topic;
 - b. People hypothesize that this is a result of the post-proposition 13 overload;
 - c. Librarian instructors murmur about teaching too many semesters in a row, about the lack of new blood on the teaching staff, etc.
2. Did anyone ever tell you about this syndrome while you were in library school? Or, were you told to expect self-growth in your field, and not burnout?
3. From your perspective as a "beginning" or "midlife" librarian, describe the stages of burnout you've observed in your colleagues.
4. Also, from your perspective, respond to the collage of definitions presented earlier. Which ones ring true? How would you amend or refute the definitions provided? How would you define burnout?
5. Do you think supervisors or managers can be trained to anticipate or combat burnout in their employees?
6. Are there any catch word solutions to burnout? What works for you on an individual level in dealing with this phenomenon? Consider intellectualization; physical distancing; short breaks; separation between job and home; etc.
7. It is obvious that many are profitting from the selling of burnout. Burnout is a marketable product. Discuss the ethics involved here from your perspective.
 - a. How do you feel when you see fliers advertising courses in burnout? Consider that these are credit, fee classes.
 - b. What would you like a course in burnout to include?

- c. Who is qualified to conduct a course in burnout?
- d. Why do you think these classes are fashionable?

Librarians were also asked to respond to the following hypothetical situations, or case studies, all of which involve physical, emotional, attitudinal exhaustion.

These scenarios included:

1. You are burned out from battling with your supervisors and your peers. Your program is constantly under scrutiny and evaluation. It is a fight to get budgetary support from the library administration from year to year. Non-teaching librarians think your library instruction program is "frivolous."
2. You are burned out from being constantly overburdened. Either you take on more projects than you can realistically handle, or all this work is heaped on you - consequently nothing gets done very well. What do you do when you hit a crisis in the middle of all this?
3. You are burned out from the redundancy of reference questions. Patrons never want to go beyond the Readers' Guide to Periodical Literature. What can you do to reinstall your enthusiasm for reference work?
4. You are burning out from feeling "2nd class", in comparison with the rest of the faculty. They don't bother to notify you when they change plans for lectures or tours; they schedule your classroom visits at the worst possible times--and then leave; and students in various classes are forced to hear the same lecture again and again...
5. You are burned out about negligence and the self-centeredness of the staff. Everyone on the reference staff appears to be consumed with their own little projects, and no one particularly wants to bother with the "regular routine."
6. Due to a small staff, it is almost certain that you will be the one who gives tours and orientation lectures repeatedly. How do you revitalize your enthusiasm? How do you keep fresh? Do you think you can build a strong emotional portfolio to combat, a priori, the onset of burnout?
7. You have been given new responsibilities of data-base searching. These duties require considerable time and effort. You have no extra staff allocation. How do you cope?

A Collage of Definitions.

Before we began our literature search for articles on burnout, we asked ourselves what kinds of words and phrases we associated with this phenomenon. What did the word "burnout" trigger in us? Did it mean feeling overworked, pressured, non-creative? Did it imply job dissatisfaction? Did it bring to mind colleagues whose enthusiasm for their job had led them to overextend themselves? Or, did it bring to mind colleagues for whom chronic emotional stress on the job had so completely exhausted them, physically and mentally, that they had ceased to care about their work? Didn't we know others who began their careers as inspired idealists... then something happened. Something changed. They heard, as Eliot Rosewater, "the big click." Did we consider burnout as a phenomenon that is essentially passive, a term that implies that people just let something happen to them, that they burn out like a candle that has been used too many times? Or, did we consider burnout as an essentially active phenomenon, because even if people are only vaguely aware of a feeling of exhaustion, their psychological defense mechanisms are sending a poignant and urgent message: "Get out before you've used yourself up."

With these ambiguous and often contradictory connotations and experiences of burnout in our minds, we proceeded to do a literature search for materials on this topic, a search which quickly revealed that there were as many definitions of burnout as there were hypotheses about its causes and suggestions for its prevention. Similarly, it became apparent that there was not a single, succinct, satisfactory definition of this phenomenon. Rather, our working definition evolved to consist of a collage of definitions by Greater and Lesser authorities, the professionals, the lexicographers--historical, contemporary, and specialized. This collage provided us with the parameters of our own individually satisfactory definitions of

burnout, and, moreover, with a context from which to undertake a satisfactory understanding of this phenomenon - the multiple causes and approaches to prevention.

Greater Authorities: The Professionals

How do the professionals define burnout -- those professors or students who have done research on this subject? Christina Maslach comments "...the burnout syndrome...is a condition we have been observing for the past few years among a wide variety of helping professionals...what is common to all of them is close contact with people, that is often difficult to handle on a continuing basis...."¹ She characterizes this syndrome as a "...gradual loss of caring about the people they work with...emotional exhaustion syndrome...."² This fatigue, which may also be accompanied by physical exhaustion, vulnerability to disease, or by psychosomatic symptoms, is directly attributed to "the stress of interpersonal contact."³

Robert Kahn also describes burnout as a syndrome, and speaks of its occurrence among individuals who do, as Maslach labels, "people-work." He characterizes this group of symptoms that occur together and characterize a particular abnormality, as ...a syndrome of inappropriate attitudes towards clients and towards self, often associated with uncomfortable physical and emotional symptoms ranging from exhaustion and insomnia to migraine and ulcer.⁴

Again focusing on those who do "people-work," -- nurses, doctors, lawyers, probation officers, social workers, school counselors, and police, Madlyn Resener considers the path from job stress to burnout. She defines this term, in a manner which echoes Maslach and Kahn, as

"...a syndrome in which chronic emotional stress on the job so completely exhausts individuals that they become hardened and uncaring about their patients or clients."⁵

A fourth professional, Herbert J. Freudenberger, defines burnout by making a connection between the popular dictionary definition of this verb, "to fail, wear out, or become exhausted by making excessive demands on energy, strength, or resources,"⁶ and the physical and behavioral signs exhibited by the burn-out candidate.

He defines by way of commenting, "And that (referring to the definition cited) is exactly what happens when a staff member in an alternate institution burns out for whatever reasons and becomes inoperative to all intents and purposes."⁷ The inevitable result of this phenomenon, according to Freudenberg, is "...a psychic damage to the whole (clinic)."⁸

Greater Authorities: The Lexicographers: Historical

While burnout has recently come into popular usage, as defined by the professionals above, a search for more detailed information in historical dictionaries, contemporary dictionaries, and contemporary specialized dictionaries reveals that burnout, a seemingly straightforward verb (burn) with a particle (out), has had a long, colorful, and interesting history since its recorded occurrence in the English language.

An early recorded (1710) occurrence defines burnout in passive with out, as "To be forced out of one's house or premises by a destructive fire,"⁹ with the example:

'It is hardly proper to say, that a such a man, was ruined by being burned up; ... It should be ... "burned out"'

In 1837, De Quincy, in the Lake Poets, comments "It was a burnt-out volcano,"¹¹ using burnt out as "extinct after entire consumption of the fuel. b. driven out by a conflagration."¹² In 1923, to burn up, presumably the reciprocal of to burn out, was used by H.C. Witwer in Fighting Blood. Witwer uses the phrase which was labelled by OED lexicographers as U.S. slang, to imply "to irritate, to upset, to enrage." He writes:

"I certainly burnt Ajariah Stubbs up that day...I fell asleep...and I give a guy pepsin bismuth and a stiff argument, when all he says he asked for was a plain chocolate soda."¹³

In 1937, "to burn oneself out" was listed in the Partridge Dictionary of Slang, as meaning "to exhaust one's strength (by over-exertion)."¹⁴ Again, in

1955, 245 years after it was first recorded in the Dictionary of American English, the concept was used by R. Bannister, this time as "to burn oneself out."¹⁵ In First Four Minutes, Bannister writes:

"7 1/2 miles is much too far for me - I want to be a miler and I shall burn myself out."¹⁶

The concept - burnout, has been recorded as "burned out," "burnt-out," and "to burn oneself out," yet the definition, in terms of ruination, extinction, and exhaustion, remains constant.

Contemporary lexicographers further trace the historical development of burnout. In The Supplement to the Oxford English Dictionary burnout is defined in three ways as follows:

"burn - . Add: 3. With the verb + adv., as burn - off; burn - out (a) a complete destruction by fire; also = *burn sb. 3 (b) Electr., the fusing of a wire or other electric conductor by excess of electric current; also attrib., as burn - out fuse, alloy, one that melts at a comparatively low temperature and serves as a safeguard against damage by excess of current - (c) (the moment of) final consumption of fuel by a space rocket, etc."¹⁷

The American Heritage Dictionary again defines burnout as a verb and as a noun, in both a technical and space technology context:

"burn out. 1. To stop burning from lack of fuel. 2. To wear out or become inoperative as a result of heat or friction. 3. To become exhausted, especially as a result of overwork or dissipation. burn out n. 1. A failure in a device attributable to burning, excessive heat, or friction. 2. Aerospace. The termination of rocket or jet - engine operation because of fuel exhaustion or shutoff."¹⁸

An understanding of burnout can be increased here, too, by examining a contemporary definition of burn up, again, the opposite, or reciprocal of burnout. The Supplement to the Oxford English Dictionary defines this phrase as a verb, and noun:

"burn up, (a) the consumption of fuel in a nuclear reactor; (b) slang, a ride on a motor - cycle, etc., at an extremely high speed ex. Ten - up boys were doing early morning burn - ups at the Turntable Roundabout"¹⁹

Here again, as the definitions' patterns in historical and contemporary dictionaries

illustrate, burnout connotes extinction, extremely low speed. It is not difficult to extrapolate from these concepts to our current connotations of burnout, a condition involving loss or absence--of creativity, of emotions, of energy, of motivation.

Greater Authorities III: The Lexicographers: Contemporary

The appearance of "burnout" in numerous contemporary specialized dictionaries (The Oxford Dictionary of Current Idiomatic English; A Dictionary of American Slang; and Dictionary of Problem Words and Expressions; to mention only a few) indicates that burnout is a kind of buzz word for the 70's and, now, 80's. In daily speech, in letters, in newspaper reporting, in scholarly journal articles... and in all kinds of writing including that which is most formal and carefully written and rewritten, someone is certain to use this expression. This is understandable: burnout is a familiar expression, often apt, and always expressive. (One might argue that "burnout" itself has been overused and misused to the point of weariness and effectiveness!) How do we understand, or misunderstand, confuse or manipulate the meaning of burnout today?

The Oxford Dictionary of Current Idiomatic English offers five definitions, that range from a technical context, to the term's use in space technology jargonese, to the use of the term as an adjective in connection with fire, to the informal, psychological/physiological use of burn out with a reflexive pronoun, as burn (oneself) out. These five definitions are as follows:

burn out¹ [A1 B11 pass adj.] (technical) (cause to) damage and stop working (through electrical burning). S: [A1] 0: [B1] motor, coil, armature. *The high current taken by the armature when the motor is thus semi-stalled causes it to burn out.* WTR □ Burnt-out armatures in most cases are rewound. WTR

Burn out² [A1] (space technology) use up its fuel. S: rocket, missile; motor □ *As the first rocket burns out, the second-stage motor ignites.*

burn out³ [B11 pass adj.] gut, reduce to a shell by fire. 0: house, factory; car, tank □ *Burned-out lorries lined both sides of the road.*

The factory was completely burnt out. □ usu passive or adj.
burn (itself) out [Al Bill] stop burning (because there is no more fuel). S: fire, flames; furnace, range □ *When we got back from the theatre we found that the fire had burned itself out.*
burn (oneself) out [Bill pass] (Informal) ruin one's health through overwork dissipation etc□ *If you don't give up this evening work, you'll burn yourself out.*□ *The last time I saw him, he looked completely burned out.*²⁰

A Dictionary of American Idioms offers three definitions, again beginning with the phrase's use in a technical context, "burn out" ¹ above, then defining the phrase in terms of destruction/relocation, also as "burn out" ³ above, and in a technical context, as "burn out" ² above, and, last, as an application of this definition, in terms of ruination, and exhaustion, as "burn (oneself) out" above.

burn out v. phr. 1 To destroy by fire or by overheating. *Mr. Jones burned out the clutch on his car.* (Mr. Jones let the clutch get too hot and it had to be fixed.) 2 To destroy someone's house or business by fire so that they have to move out. *The Christmas tree caught fire, and the family was burned out.* (The family had to leave their home because it caught fire and was badly damaged.) 3a To make or become no good because of long use or overheating. *The light bulb in the bathroom burned out, and Father put in a new one.* (The bathroom light bulb stopped making light, and Father put in a new bulb.) *The electric motor was too powerful, and it burned out a fuse.* (The motor needed more electric current than the wires could safely carry. A special small wire in the fuse got hot very quickly and broke.) 3b To break, tire, or wear out by using up all the power, energy, or strength of. *Bill burned himself out in the first part of the race and could not finish.* (Bill tired himself out by running too fast in the early part of the race.) *The farmer burned out his field by planting the same crop every year for many years.* (The field was no longer good for raising crops because all of the plant foods in the soil were used up.)²¹

The Dictionary of American Slang offers two definitions, familiar to most:

"1. Tired, exhausted; specif., exhausted and depressed after the effects of a drug have worn off. Drug addict use. 2. Bored."²² Here, burned out, the adjective, is considered slang.

The most personal definition of this term, purports to be the final word on the subject. This definition is found in the Dictionary of Problem Words and Expressions. Very neatly, quickly, and with a deep set frown, no doubt, the

author writes:

burned, burnt. Each of these forms is correctly considered a principal part of the verb *to burn*: *burn*, *burned* or *burnt* (past tense), *burned* or *burnt* (past participle). Don't worry about which form to use; use the one you prefer. However, it would be well to avoid both when you mean "disillusioned" or "cheated"; also, "to *burn* oneself out" is an exceptionally trite phrase, as is *burned* up" ("angry").

Greater Authorities IV: The Lexicographers: Contemporary Specialized

After this survey of contemporary specialized dictionaries, which focus on language, several contemporary scientific dictionaries were consulted to the end of reviewing the technical contexts with which burnout is associated. The McGraw-Hill Dictionary of Scientific and Technical Terms placed burnout in the contexts of aerospace engineering; electricity; engineering; and nucleonics! This definition is presented here, to aid those, as myself, who lack expertise in science and technology.

burnout (Aero Eng) 1. An act or instance of fuel or oxidant depletion or of depletion of both at once. 2. The time at which this depletion occurs. (elec) Failure of a device due to excessive heat produced by excessive current. (Eng) An instance of a device or a part over heating so as to result in destruction or damage. (Nucleo) 1. To receive the greatest amount of radiation permissible during a given time. 2. The point at which the heat flux across a surface causes filmblanketing of the surface, resulting in a drop in the film heat transfer coefficient, overheating, and possible surface failure.

Lesser Authorities: Me

Overall, this collage of definitions of burnout reveals not only the variations of spelling this term, or the various parts of speech it is used as, but the vast difference in the meanings of this term across various subject disciplines. A thorough understanding of burnout involves tracing this term both historically and across numerous subject disciplines. It is my hypothesis that an accurate definition of burnout surely incorporates fragments of many definitions, is a composite of imagery and interpretations related to, traced to, burnout, and suggested by lexicographers over time.

Burnout: A Sampling of Recent Journal Literature

The following selective bibliography consists primarily of the bibliography compiled by Teresa L. Jacobsen and myself in the fall of 1979, as a supplement to the workshop on November 3. Since this date, I have updated this list, relying on manual, as well as computer, literature searches, and word-of-mouth. My literature searching has revealed several interesting "discoveries," facts which shed some light, add some humor, broaden our conceptualization of burnout. Before presenting the bibliography, I offer three of these "discoveries" as a parenthetical aside.

(First, burnout is not a recognized descriptor with which to index or search journal articles, documents, reports, etc. It does not appear in the thesauri on which computer searchers must rely - The Thesaurus of ERIC Descriptors, The Thesaurus of Psychological Index Terms, to name only two lists of controlled vocabulary terms essential to efficient and effective off-or-online literature searching. When searching the literature of education and its allied fields, or psychology and its allied fields, to continue the examples cited above, the searcher must rely on descriptors as job satisfaction, working conditions, employee attitudes, morale, job related tension, tension, stress, and so on. The searcher must be creative, and expand his or her focus to the broader contexts as defined by the index terms just cited.

Secondly, those interested in burnout for personal or professional reasons should be aware that the Library of Congress has, at last, elevated burnout to the status of a subject heading! Yes, burnout is now an official Library of Congress subject heading, and appears in a recent supplement to the Library's List of Subject Heading's (LCSH). Despite this step in keeping pace with our changing vocabulary, the searcher for catalogued materials on this subject is cautioned

not to expect inches of catalog cards in the appropriate catalog drawer where this subject heading should appear. After all, how much catalogued material on burnout exists? And, are subject catalogers any less likely to misuse or misunderstand this concept than the rest of us?

Thirdly, manual literature searchers should be cautioned to have their best filing foot forward when proceeding to the catalog or indexes of their choice! The varieties of spelling this term, combined with the possibility of word by word or letter by letter filing in any one catalog or any one index, is a peril to the most highly motivated searcher's stability!

The bibliography which follows is arranged alphabetically within three sections: 1) Teacher/librarian burnout, stress, and job satisfaction; 2) Burnout and stress in other professions; and 3) Burnout: Miscellany.

1. Teacher/librarian burnout, stress, and job satisfaction

Chwe, Steven Seokho. "A Comparative Study of Job Satisfaction: Catalogers and Reference Librarians in University Libraries." The Journal of Academic Librarianship 4(3): 139 - 143. (1978).

Are reference librarians more satisfied with their jobs than catalogers in university library environments? What are the areas in which catalogers substantially fall behind reference librarians in their job satisfaction? By focusing on these dimensions, specifically: creativity, social service, and variety, in his discussion of the findings of his study, Chwe indirectly offers insight into specific job aspects which, when significantly not satisfactorily experienced, will lead to job dissatisfaction, and ultimately, we can surmise, to burnout. The article is an excerpt from the author's dissertation, "A Comparative Study of Librarians' Job Satisfaction: Catalogers and Reference Librarians in University Libraries," completed in April 1976 at the Graduate School of Library and Information Sciences, University of Pittsburgh.

Cook, D.B. "Teacher morale: symptoms, diagnosis, and prescription." Clearing House 52: 355-58 (April 1979).

Cook, an assistant principal, never uses the term "burnout" yet the article has the same general concerns. He sees five components affecting teacher morale: administrative leadership, administrative concern or appreciation, personal interaction, opportunity for input, and professional growth. For each component, he offers symptoms to watch for, diagnosis, and a prescription for improvement.

Davis, Charles C. "How to cope with stress in the classroom." Health Education 8: 36-7 (September/October 1977).

This short article revolves around a stress sheet exercise designed as a practical way for students to identify stress and then analyze how to cope with selected stressful situations. Davis discusses aspects of life and stress to review with students; the design and intent of the stress sheet; stress-relieving skills or behavioral outcomes of taking stress sheets; and classroom adaptability of this exercise. The article serves as a valuable summary of an up-to-date means to educate and sensitize students of all age levels to coping with stressful situations. The alternatives for coping with these situations, and the experience provided in the form of constructive stress sheets, are practical and valuable as the basis for an understanding of a deeper, perhaps more abstract or theoretical, discussion of stress and the learning of alternative situations to various life problems.

D'Elia, George P. "The Determinants of Job Satisfaction Among Beginning Librarians." Library Quarterly. 49 (3): 283 - 302 (1979).

This is a report of a study to identify those factors which are most highly related to job satisfaction among librarians. The author's purpose is to present a methodology for continuing the study of job satisfaction in librarianship. He focuses especially on the studies of Plate and Stone; Vaughn and Dunn; and Wahba. He then discusses the objectives, instrumentation, data collection,

and data analysis of his study. The determinants of job satisfaction studied were sex, type of library, vocational needs, characteristics of job environment and job satisfaction. The data analyses and interpretation are the result of careful evaluation of the study. Numerous footnotes and a fairly lengthy bibliography refer the reader to relevant studies and literature on selective instruments which measure job satisfaction. D'Elia does not discuss burnout per se, but his focus on employees' affective responses to their job environment is, by inference, very much a study of the determinants of job dissatisfaction, and, hence, burnout.

Galloway, Sue. "Nobody is teaching the teachers." Booklegger 3: 29-31 (January 1976).

In this article, Galloway reviews how the attitude of library schools towards library instruction as a valid subject for study has changed from 1971-1976. Two surveys revealed that library schools have not responded to the professional needs in this area, and that the future and strength of instruction programs has depended "primarily on skilled teachers who have entered the library profession and initiated such programs." While the author is addressing the training of librarian/instructors, and not burnout, the implications of non-teaching are obvious: without training, librarian/instructors will not become experienced and committed. They will burn out.

Gmelch, Walter H. "The Principal's next challenge: the twentieth century art of managing stress." NASSP Bulletin 62: 5-12 (February 1978).

Gmelch asserts that stress is the characteristic ailment of the twentieth century, and ponders why this is a reality. He considers the Holmes and Rahe Social Readjustment Rating Scale (1967) and the contribution of change(s) to stress. He also discusses a few recognized coping techniques, such as 'manage by objectives, not by the obvious,' which might be helpful to principals. While the strategies outlined are only an introduction, Gmelch's exploration of their strengths and potential is exceedingly readable. The article succeeds in relating awareness and thoughts on stress; professionals other than principals will find the principal's challenge all too familiar!

Hendrickson, B. "Teacher burnout: how to recognize it; what to do about it." Learning 7: 36-9 (January 1979).

This is a practical article citing numerous examples of teachers who have found ways to combat burnout: more exercise, new job, team teaching, keeping a journal. Ayala Pines, a UC social psychologist, suggests creating a support system at school, trying to get away on a retreat, trying in-service programs, changing grade level, team teaching, developing new outside interests, trying new curriculum, learning to decompress as you leave work and head home, and lightening your personal work load at home.

Hunter, Madeline. "Counterirritants to teaching." Instructor 87: 122-25 (August 1977).

Would you equate air traffic control, surgery and teaching as three of the most potentially stressful occupations in the world? Hunter does, and this article is a review of benign and growth producing stress, as well as a review of counterirritants to teaching that can redirect a teacher's energy, minimize stress, and restore balance. The categories of counterirritants

covered include physical, emotional, social, and intellectual. Hunter does not provide prescriptions for teachers; these, she asserts, must be their own. Nonetheless, her collage of counterirritants will invigorate all creative professionals.

Kyriacou, Chris and John Sutcliffe. "Teacher stress: a review." Educational Review (British) 29: 299-306 (November 1977).

This serves as an excellent survey of research done on the sources and manifestations of stress among teachers on the primary and secondary levels. The authors, both of Cambridge, pursued studies from the United States and the United Kingdom, finding some correlations, but many potential loopholes (such as misinterpretation of questions and lack of insight). They suggest further investigations employing physiological measurement and more carefully executed research designs.

Kyriacou and Sutcliffe. "Teacher stress: prevalence, sources, and symptoms." British Journal of Educational Psychology 48: 159-67 (June 1978).

In a follow-up effort to their 1977 review, the authors designed a questionnaire survey concerning teacher stress and tested it on 257 teachers in England. The four questions the study was designed to answer were: to what extent do teachers feel they are experiencing stress; what do they feel are the major sources of stress; what are the most frequent symptoms they feel; are there differences in the answers to the first and third questions for different biographical subgroups. Approximately one-fifth of the teachers reported feeling very stressful (e.e., the profession is stressful). Sources of stress included student behavior problems, working conditions, time pressures, and pressures to uphold standards. They reported feeling either "exhausted" or "frustrated." Biographical characteristics of the teachers did not appear to correlate with self-reported stress feelings.

Moe, Dorothy. "A prescription." Today's Education 68: 35-6 (November/December 1979).

The second part of a three-part series on burnout in this issue of Today's Education actually makes practical suggestions about "what to do now that you have burnout." A teacher who quit after 15 years and now has gone back after a two year respite, Moe has 16 pointers she feels might help others who feel the problem themselves. The pointers are basic, common-sense ideas for bolstering one's self-esteem.

Plate, Kenneth and Elizabeth W. Stone. "Factors Affecting Librarians' Job Satisfaction." In: A Reader in Library Management, edited by R. Shimon, Hamden: Linnet Books, 1976, pp. 146-160.

Plate views human need priorities and their relation to job satisfaction or dissatisfaction through two particular theories: that of Maslow, who developed a hierarchy of human needs, and Herzberg's job environment, e.g. job context, and the motivation factors to job content. To determine its usefulness to libraries the Herzberg theory was applied to two groups of North American librarians. Their responses to job attitude questions were divided into hygiene or motivation groups. Plate summarizes the results of the study, and concludes that librarians respond positively to such motivation factors as sense of achievement, recognition, and work satisfaction. Again, although Plate, as other writer on job satisfaction, does not use the term burnout, his study of motivation

factors and suggestions of job enrichment methods that may help overcome lack of motivation, his theories and the implications of his study are directly related to burnout.

"The pressure-cooker world of the teacher: stress and what your associations are doing about it." NEA Reporter 18: 5-10 (October 1979).

This series of small feature articles discusses various aspects of teacher stress, including burnout. The comments on burnout are a result of a NEA convention press conference held in July 1979. Most interesting is the two-page interview with Lyn Hendry, a well-respected teacher on the East Coast, who comments on demands placed on teachers, expectations from society, and the importance of "psychological income."

Reed, Sally. "Teacher 'burnout' a growing hazard." The New York Times, Educational Supplement, Sunday, January 7, 1979.

Just how universal the problem of teacher burnout has become is made clear by this brief article. Reed cites statistics of the high number of teachers leaving the profession, and suggests a few possible coping techniques.

_____. "What you can do to prevent teacher burnout." National Elementary Principal 58: 67-70 (March 1979).

This article contains ten possible options that a principal (read: supervisor or administrator) can use to help the teacher who has already burned-out or is on the way. It is geared toward elementary school situations, but the same steps apply to higher-level instruction as well.

Scrivens, Robert. "The Big click." Today's Education 68: 34-5 (November/December 1979).

This is the first of three articles in the issue on teacher burnout. Primarily an article of musings, Scrivens shares comments from teachers about their growing disenchantment with work. Much of the tone is defensive, particularly about how "easy" a teacher's job looks to outsiders.

Shou, Stephens T. "A Librarian's teaching experience--some reflections." RQ 12: 273-75 (Spring 1973).

What are the common frustrations inflicted on students in the library? How do observing, listening, and trying to understand the student affect the librarian? What informal teaching methods are utilized by librarians? Shou contemplates why the librarian works, the range of tasks s/he performs, the requirements of these tasks, and how a librarian endures. The author's reflections on human nature, the learning process, and teaching in relation to library reference work, form a common sense concept of teaching which will help develop skillful, dynamic librarian/instructors.

Sparks, Dennis. "A Teacher center tackles the issue." Today's Education 68: 37-9 (November/December 1979).

Sparks describes the efforts of the Northwest Staff Development Center (NSDC), a federally funded teacher center, to confront the issue of teacher stress and burnout. The center regularly offers series of workshops on the theme of Prevention and Management of Educational Stress, covering such angles as Stress and the Classroom Teacher, Relaxation Techniques, and Group Problem Solving. Not designed to be a panacea, the workshops have opened up doors and proven to be excellent in-service programs. An address is given for those interested in more information.

Swent, Boyd and Walter H. Gmelch. "Stress at the Desk and how to Creatively Cope." OSSC Bulletin, 21 (4), (December 1977).

This Bulletin explores the causes of stress in school administration, and how these causes can be minimized or eliminated. While the authors' research focused on school administrators, their discussions of sources of administrative stress, what's bothering school administrators, coping techniques, and implications for general coping strategies, are not occupation specific alone. In addition, the "Annotated Resource Guide" is a short succinct well written review of twenty books the authors found personally and professionally helpful. Given the volumes of material published on stress, this is a nice introduction to some of the best and/or most well-known in the field. Readers will find that the research findings described in this Bulletin will help to penetrate the burnout cycle, as well as the stress cycle.

"Teacher Burnout; how to cope when your world goes black." Instructor 88: 56-62 (January 1979).

Instructor has put together a fascinating composite article written by numerous contributors--it reads like a series of newsbriefs. Included are suggestions from experienced teachers, industrial psychologists, psychiatrists, and counselors. Noteworthy is the list of obnoxious habits that teachers seem to develop, which only serve to alienate colleagues and administrators.

Wahba, Susanne. "Job satisfaction of librarians: a comparison between men and women." College and Research Libraries 36: 45-52 (January 1975).

Do men and women librarians attach the same importance to security, social and self-esteem needs? Are there differences between men and women librarians' job satisfaction? Why is studying the job satisfaction of librarians significant? Concerned with these questions, Wahba obtained data for a study by using a slightly modified version of Porter's Need Satisfaction Questionnaire. Her sample included 202 librarians from 23 academic libraries. In her discussion, she reports that the study shows that there are some differences between men and women librarians with regard to need fulfillment, need deficiency, and the perceived importance of needs.

11. Burnout and stress in other professions

Brockman, Norbert. "Burnout in superiors." Review for Religious 37: 809-16 (November 1978).

Brockman discusses the stages of burnout and suggests coping methods. He notes that the special aspect of religious leader's burnout problems is the "built-in frustration of inheriting seemingly insurmountable long-term questions."

Collins, Gary R. "Burnout: the hazard of professional helpers." Christianity Today 21: 740-42 (1977).

Geared toward the religious leader or counselor, this article draws upon the research done by Maslach and Pines at Berkeley for possible solutions. In addition, the author suggests the importance of spiritual strength, support systems of friends, withdrawal from people periodically during the work week, and sharing the load with others in the field.

"Coping with stress effectively." Intellect 106: 13 (July 1977).

This brief report summarizes David Hamburg's (Stanford University) observations of how young doctors coped with a highly competitive selection process. The emphasis of the column is on psychological preparation for "stressful major transitions." The coping sequence described is succinct, sound and promising. Hamburg's perspectives cross career and situation lines; the adaptive measures he suggests will benefit doctors as well as others in helping professions, and benefit those confronting predictable or unpredictable stressful situations.

Daley, Michael R. "Preventing worker burnout in child welfare." Child Welfare 58: 443-50 (July/August 1979).

Daley examines the multiple causes of worker burnout in the child welfare field, and suggests preventative approaches. This provides an excellent overview of general burnout characteristics that would be applicable to professions other than child welfare. Also useful are the strategies a supervisor can devise to cope with personnel morale.

Ehrenreich, Barbara. "Is success dangerous to your health?" Ms. 7: 51-54, 97-101 (May 1979).

Ehrenreich examines the media boom on women and stress, popular articles by medical alarmists in the media, which contend that liberation, work, and success are threatening the health of American women. She considers the "facts" that ulcers are up for women; hypertension is up; and heart attacks are rising. Why, she ponders, has there been a rush to diagnose "male diseases" in employed women? What are the occupational hazards of homemaking? The author concludes that "real women's liberation-non-discriminatory employment policies, dignified working conditions, shared domestic responsibilities, child care, and so on is probably the healthiest thing that could happen to us."

Freudenberger, Herbert J. "Burnout: occupational hazard of the child care worker." Child Care Quarterly 6(2): 90-99 (Summer 1977).

Often cited, and a leader in the field of burnout research, Freudenberger clearly identifies a process (defining symptoms and sources) and offers concrete management suggestions for child care workers. He even sets a time line, noting that two years may be the maximum amount of time to be spent in this line of work.

_____. "Burnout: the organizational menace." Training and Development Journal. 31: 26-7 (July 1977).

Freudenberger makes his points here in a corporate, generalized manner showing that burnout can pop up most anywhere these days. He stresses the importance of realizing that "rigidity, irritability, cynicism, unproductive" are an employee's cries for help. The employee who appears to be working harder and harder, and longer too, yet accomplishing less is one headed for burnout.

_____. "Staff burn-out." Journal of Social Issues 30: 159-65 (1974).

What are the physical signs of staff burn-out? What are its behavioral indicators? Once burn-out is in motion, what happens to an individual's cognitive, judgmental, and emotional factors? Freudenberger deals with these questions, as well as who is prone to staff burn-out--do dedication and commitment really tell all? The author shares what he believes are actions that can be taken to prevent burn-out, as well as some tips concerning how to help someone who has burned out.

Girdano, Daniel A. "Preventive treatment - an intermediate step." Health Education 8: 8-10 (July/August 1977).

This article examines a preventive treatment model based on the psychosomatic concept of health and illness. This concept declares that one's social and interpersonal environment influence one's health. The preventive treatment approach accepts the premise that many diseases are psychosomatic, and asserts that intervention in the stress-disease cycle is possible. Girdano discusses the components of stress arousal, the varieties of intervention techniques, and motivation for compliance. To illustrate his approach, Girdano reports the results of a project involving coronary patients and the modification of Type A behavior. The author's premise that it is possible to acquire skills to promote a more relaxed lifestyle will appeal to all persons seeking to break the cycle(s) of stress.

Horn, Jack C. "The happy laborers and the sad professionals." Psychology Today 11:30-1 (November 1977).

This newsline brief reports the findings discovered by management professor Charles Weaver. Weaver measured satisfaction with the actual work involved, excluding money, prestige, and other benefits. He found that laborers find their jobs more satisfying than anyone else. For full information, see Weaver's paper in the Winter '78 issue of Personnel Psychology.

"How do you like your job? (Tell us about it)." Psychology Today 11: 73-9 (September 1977).

Concerned about the importance of work to many Americans, and their concern with the quality of work, Psychology Today decided a survey would reveal something about changing attitudes toward work in the country. The questionnaire that is reproduced was designed by E. Lawler of Michigan, P. Renwick of UC Irvine, and a psychologist of Psychology Today's staff.

"Job Burnout": Growing Worry for Workers, Bosses." U.S. News and World Report, 88: 71-72 (February 1980).

This article is the transcription of an interview with Cary Cherniss, an assistant professor of psychology at the University of Michigan, whose book Professional Burnout in Human Service Organizations, is to be published this spring. Cherniss defines burnout as "a reaction to a stressful job." He reviews the symptoms of burnout, ponders its prominence, considers its impact, and relates his theories to on-the-job conditions. Cherniss also tackles some difficult questions: Is burnout contagious? Who's mostly at fault - the employer or the worker? How do you advise people who are experiencing job burnout? Cherniss has been doing research on this subject for seven years. The interview merely skims the surface of his knowledge and expertise. Those in public-service jobs and others experiencing, or researching, this phenomenon can look forward to his publication.

Job Satisfaction and Motivation: An Annotated Bibliography. Compiled and edited by Ruth M. Walsh and Stanley J. Birkin. Westport: Greenwood, 1979.

This Bibliography conveniently gathers in one place a significant amount of research material dealing with job satisfaction and motivation. The compilation is arranged in three parts: an author index, a subject (keyword-in-context) index, and abstracts. Books, dissertations, documents, and studies are cited, although primary emphasis is given to journal articles in such disciplines as psychology, management, and public administration. Given the interdisciplinary nature of the subject area, and the range of indexes and abstracts potentially of use, this compilation will prove to be a welcome reference and research tool. Its contents can readily, and creatively, be updated and/or supplemented by online bibliographic searching of a range of databases, from ABI/INFO, to NCMH, to SSCI (Social Sciences Citation Index).

Kahn, Robert. "Job Burnout: prevention and remedies." Public Welfare 36: 61-3 (Spring 1978).

Beginning with a definition of burnout, Kahn summarizes research findings on job-induced stresses and strains gathered from laboratory studies and the studies of human populations in real-life situations. He then reviews remedies for burnout, both individual, considering selection and training, and organizational, considering reducing the amount of unrelieved client contact. In conclusion, the author suggests a wholly different strategy for combatting burnout--increasing social support on the job. His final point takes the reader beyond the organization, as he debates if the solution to burnout may lie beyond the boundaries of service organizations.

Maslach, Christina. "Burned-out." Human Behavior 5: 16-22 (September 1976).

This is a fine introductory article to the phenomenon of burnout, regardless of your profession. Maslach, assistant professor of psychology at UC Berkeley, is another leader in the study of burnout and stress. This article is particularly readable because it is not focused at any one profession, and it offers a degree of empathetic humor. Her feeling is that burnout is not inevitable, and "that steps can be taken to reduce and modify its occurrence."

Maslach and Susan E. Jackson. "Burned-out cops and their families." Psychology Today 12: 59-62 (May 1979).

This article is noteworthy because of the mention of the new "Maslach Burnout Inventory" (MBI) which measures four independent dimensions: emotional exhaustion; negative attitudes toward recipients; negative evaluation of one's own strengths; and subject's sense of closeness to clients. MBI consists of 25 statements rated both for frequency and intensity. This particular study involved both policemen and their wives.

Maslach and Ayala Pines. "The burnout syndrome in day care settings." Child Care Quarterly 6: 101-113 (Summer 1977).

The suggestions made in this article are geared specifically for the day care workers and trainers. The authors comment extensively on the concept of dehumanization and how that ties in with burnout; they do a fairly thorough review of the literature, too. Excellent bibliography.

Maslach. "The client role in staff burnout." Journal of Social Issues 34: 111-24 (1978).

The focus in this article is how the clients themselves affect the degree of burn-out that manifests itself among the staff. Factors include the severity of the clients' problems, the prognosis of change, the personal relevance of the clients' problems for the staff, organizational rules affecting client-staff interaction, and the clients reactions to the staff members. The dehumanizing process is a two-way street, and the authors suggest several steps that may help to humanize the relationships.

_____. "Job burnout: how people cope." Public Welfare 36: 56-8 (Spring 1978).

Maslach's purpose is to present, in practical terms, what seems to work at an individual level in coping with the burnout syndrome. She begins by discussing this condition's development in the past few years among helping professionals. She considers patterns of response, signs associated with advance stages of the syndrome. Approaches used by professionals include intellectualization, physical distancing, emotional breathers, and separation between job and home.

Mattingly, Martha A. "Sources of stress and burn-out in professional child care work." Child Care Quarterly 6: 127-37 (Summer 1977).

The target of this paper is to provide an analysis of the "stress-producing components of professional clinical child care" and to describe major symptoms as seen in child care. She comments, too, on the role the professional associations can (or must) play in this syndrome. Mattingly served as editor for the burn-out articles which appeared in this issue.

Neugebauer, Roger. "Techniques for Avoiding Director Burnout. "Child Care Information Exchange 11: 9-15 (January, 1980).

This is the first in a series of articles presenting ideas directors can use to avoid burning out. Neugebauer's focus is on child care center directors, those who are thrivers (with a need for burnout solutions) or non-thrivers. Solutions to stress are organized into four levels, and the main body of the article describes solutions at the most critical levels, specifically, how to develop feedback and support systems, and how to promote professional growth and stimulation.

Neugebauer refers often to writings on stress from the field of organizational psychology, as well as to articles exploring burnout in previous CCIE issues (September and February 1979). Given the complex nature of occupational burnout, and the fact that there is no single simple answer to the burnout problem, Neugebauer's approach and analysis are a refreshing contribution to the growing body of literature in this area. An added bonus to all self-proclaimed thrivers or non-thrivers: appended to the article is a burnout quiz! Entitled "Are you a Candidate for Burnout," this is not a scientifically-tested instrument, yet, Neugebauer claims it has been field-tested on a variety of child care directors. How do you rate? Here is an opportunity to determine your candidacy for burnout, and review the implications of your status.

O'Reilly, Charles A. "Personality-job fit: Implications for individual attitudes and performance." Organizational Behavior and Human Performance 18: 36-46 (1977).

Proposing an interaction effect between work orientation and type of job, O'Reilly tested his hypothesis using 307 Navy personnel in ten job categories. Two indices of work orientation are considered: expressive, or desiring achievement and self-actualization while on the job, and instrumental, or desiring job security and high financial reward from the job. O'Reilly found that these orientations do interact with the type of job, and do affect job attitudes and performance. Issues raised by the data, and the implications this investigation has for the study of job enrichment, are discussed.

Pines, Ayala and Christina Maslach. "Characteristics of staff burnout in mental health settings." Hospital and Community Psychiatry 29: 233-37 (April 1978).

Not surprisingly, the conclusions the authors come up with in this article are quite similar to other studies previously cited in this bibliography. This particular study involved 76 staff members from various mental health facilities in the San Francisco area.

Raskin, A.H. "The Heresy of worker participation." Psychology Today 10: 111 (February 1977).

Can giving workers a more assertive voice in the work place improve the quality of their working life? Raskin briefly comments on expressions of job reform and projects for job enrichment which are penetrating "the hierarchical cell-blocks of industry..." His attitude toward this new climate of experimentation is essentially negative--not every worker wants a job with variety or challenge. The column constitutes an interesting perspective on the potential and possibility of increased self-fulfillment in the workplace.

Resener, Madlyn. Burnout: the new stress disease." Harper's Bazaar 112: 92-3+ (August 1979).

This serves as another introductory article for those people not at all familiar with the term "burnout" nor with its relation to stress on the job. Resener cites Pines and Maslach, and notes that women are especially vulnerable because they tend to dominate many of the helping professions such as nursing, teaching and counseling. Some interesting points are made with regard to the single working woman's pressures, too.

_____. "Dehumanization: from job stress to burn-out." Berkeley Gazette (November 2, 1978).

In the first of a three-part series, the author discusses burn-out as a term used by psychologists to describe a syndrome resulting from chronic emotional stress on the job. The author suggests that the problem is most prevalent among those in the helping professions who begin their careers unprepared for the emotional strain of their work. Questions considered include: which types of personality are more prone to burn out, and how to cope with stress.

_____. "Why professionals suffer burn-out." Berkeley Gazette (November 9, 1978).

In this second of three parts, the author considers in depth why helping professionals burn out so quickly. Factors contributing to this high rate of burn-out include: high expectations placed on helping professionals; professionals seeing their clients "always taking, grasping, and never giving back;" the selfless dedication many professionals start with; and the job situation.

_____. "Ways to avoid burn-out on the job." Berkeley Gazette (November 13, 1978).

Are there solutions to the problems of burn-out? In this last of three parts, the author reports and summarizes various steps professionals can take towards avoiding burn-out. The first preventative measure proposed is to admit that burn-out is a real problem. Other "decompression" techniques are presented, including both those any individual can learn, and those organizations can employ if they want to avoid worker burn-out.

Rice, Berkeley. "Midlife encounters: the Menninger seminars for businessmen." Psychology Today 12: 67-99 (April 1979).

How do executives/businesspeople reassess their goals, cope with the strains of middle age, and diversify their emotional portfolios? Berkeley Rice joined a group participating in a Menninger Foundation seminar in human-relations training to see "if they got their money's worth." The seminar's five-day series of lectures and small-group discussions are designed to increase executives' understanding of their own behavior, as well as that of their families and colleagues. If you are ignorant of industry's and institution's increasing reliance on psychology for management development, or merely curious about the proliferation of psychologically oriented seminars that attract businesspeople, relax and experience the seminar with Rice.

Seybolt, John W. "Work satisfaction as a function of the person-environment interaction." Organizational Behavior and Human Performance 17: 66-75 (1976).

Seybolt's research examines the hypothesis that relationships between characteristics of the work environment and level of employee satisfaction are moderated by employee education level. Specifically, in a job with low pay, variety, and complexity, will an individual with lower education be more satisfied with his work than an individual with higher education? Conversely, in a job with high pay, variety, and complexity, will an individual with higher education be more satisfied with his work than an individual with lower education? Seybolt discusses his method, procedure, and results, as well as previous research in this area.

Shubin, Seymour. "Burnout: the professional hazard you face in nursing." Nursing 78 8: 22-7 (July 1978).

This is more specifically geared toward problems typical of nursing careers, but again it illustrates common symptoms to be watching for, and suggests a variety of preventative measures. Shubin notes that a "decompression routine" (be it screaming in your car or taking a warm bath) is one of the most successful methods for dealing with the problem.

Storlie, Francis J. "Burnout: The Elaboration of a Concept." American Journal of Nursing. 79: 2108-11 (December 1979).

Storlie discusses the burnout process in the highly idealistic nurse. In this professional context, she defines burnout as disillusionment and resignation. Her focus is on the most vulnerable nurses, those working with the terminally ill, on oncology units, on burn units, in intensive care units. Her observations are well supported by statements/testimonies from nurses, and by references to a survey of 10,000 practicing nurses conducted in 1974. The last third of the article consists of strategies to prevent burnout. The options presented cut across the helping professions. Storlie's Rx for burnout are characterized by a holistic approach to the problem.

Van Maanen, John and Ralph Katz. "Individuals, and their careers: some temporal considerations for work satisfaction." Personnel Psychology 29: 601-16 (1976).

This career study presents some initial research findings which describe the over time patterns of work satisfaction characteristic of four distinct careers. The authors suggest that work satisfaction is related to job properties, interaction context, and organizational policies. Using empirical data on careers, the authors argue that any serious discussion of work satisfaction must begin with an occupational/career-specific and time-dependent perspective. Four different types of work careers are presented--administrative, professional, clerical, and maintenance. The trends and patterns demonstrated by the data lead to "tentative" yet provocative conclusions.

"When work isn't fun any more." USA Today 108: 7-9 (October 1979).

Research findings of Robert Veninga, associate dean of the University of Minnesota School of Public Health, are discussed in this brief article. Veninga has been studying burnout as one aspect of the relationship between work and health. This article reiterates some of the basic "scripts" followed by burnout cases and suggestions for alleviating the situation.

White, Bernard. "The Criteria for job satisfaction: is interesting work most important." Monthly Labor Review. 99: 30-35 (May 1977).

In this article, White examines the validity of work in America's interpretation of a well-known University of Michigan's 1970 Survey of Working Conditions. Work in America, the report of a Special Task Force to the Secretary of Health, Education, and Welfare, 1972, claims that workers want most "to become masters of their immediate environment and to feel that their work and they themselves are important..." White probes issues as: were the measures of ranking unsatisfied employee needs valid? what theoretical problems exist in the measures of job satisfaction employed? and questions if programs to make work more interesting can substitute for improvements in the traditional elements of job context.

III. Burnout: Miscellany

Edelwich, Jerry and Archie Brodsky. Burnout: Stages of Disillusionment in the Helping Professions. New York: Human Sciences Press, 1980 (June).

This publication was brought to my attention via word-of-mouth. I have seen the pre-publication advertisement for this title. It is announced as being approximately 240 pages. To my knowledge, it is the only full length work devoted to burnout.

"Spotlight on: CROSS." BRS Bulletin. Vol. 4, No. 3. March 1980, p. 4-6.

Updating this Bibliography inevitably led to a computer search, and, indirectly, to a column in the BRS (Bibliographic Retrieval Services, Inc.) Bulletin. In this issue, was a "Spotlight on CROSS," a database named for the cross-disciplinary and cross-database searching that it allows. CROSS is a pre-search aid, designed to help in the selection of databases to search for a particular topic. After describing BRS/CROSS, discussing reference use of CROSS, and CROSS as a training aid, the feature editor focuses on "Cautions

for Using CROSS." Lo and behold, the term burnout is utilized as an example of a topic which is likely to produce false drops! This column section is not copyrighted, and is reproduced here, for the light, and humor, it sheds on burnout. It indeed broadens our understanding of the scope of usage and contexts wherein burnout is prominent.

CAUTIONS FOR USING CROSS

The most important caution to remember when using CROSS is the difference in the meaning of terms across the various subject disciplines. For example, the term "burnout" is a current term for the mental and physical exhaustion resulting from job pressures. To determine what databases to search on this topic, the user may try the CROSS file:

1: burnout\$ or (burn\$3 adj out) or
burn-out\$

BOOK	6
CAIN	5
DISS	17
DRUG	3
ECER	7
ERIC	28
INFO	22
INSP	110
MESH	15
MGMT	7
NCMH	29
NTIS	128
PSYC	12
SMIE	21
SSCI	45

The results of this CROSS search are deceptive. The concept is in the social and life sciences, but INSPEC and NTIS both yielded high postings. The actual search on these two files produced many references to "burned out transistors"!

This problem of false drops may be avoided by remembering not to include homographs such as this in your CROSS searches unless other qualifying concepts are also present.

Another caution for using paragraph qualifications on CROSS: If a term is qualified to a field that does not exist for all the files, the message INVALID PARAGRAPH NAME, PROCESSING WILL CONTINUE, indicates that the results of the term on that database will be from all searchable fields and postings may be irrelevant.

Footnotes

¹Christina Maslach, "Job Burnout: How People Cope," Public Welfare 36 (Spring 1978), p. 56.

²*Ibid.*

³*Ibid.*

⁴Robert Kahn, "Job Burnout: Prevention and Remedies," Public Welfare (Spring 1978), p. 61.

⁵Madlyn Resener, "Dehumanization: From Job Stress to Burn-Out," Berkeley Gazette, 2 November 1978, p.3.

⁶Herbert J. Freudenberger, "Staff Burn-Out," Journal of Social Issues 30 (1974), p. 159.

⁷*Ibid.*, p. 159-160.

⁸*Ibid.*, p. 160.

⁹A Dictionary of American English on Historical Principles, (1936-44), s.v. "burned out."

¹⁰*Ibid.*

¹¹Oxford English Dictionary, (1933), s.v. "burnt-out."

¹²*Ibid.*

¹³A Supplement to the Oxford English Dictionary, (1972), s.v. "to burn up."

¹⁴*Ibid.*, s.v. "to burn oneself out."

¹⁵*Ibid.*

¹⁶*Ibid.*

¹⁷*Ibid.*, s.v. "burn-."

¹⁸American Heritage Dictionary of the English Language, (1969), s.v. "burn out."

¹⁹A Supplement to the Oxford English Dictionary, (1972), s.v. "burn up."

²⁰Oxford Dictionary of Current Idiomatic English, (1975), s.v. "burn out."

²¹A Dictionary of American Idioms, (1975), s.v. "burn out."

²²Dictionary of American Slang, (1975), s.v. "burned out."

²³Dictionary of Problem Words and Expressions, (1975), s.v. "burned, burnt."

²⁴McGraw Hill Dictionary of Scientific and Technical Terms, (1974), s.v. "burnout."

Attachments

The following three attachments consist of materials received by workshop participants, specifically: 1) a Schedule of Recent Experience (SRE), to determine life change/stress scores; 2) a flier advertising a follow-up workshop on stress and burnout; and 3) Dr. Joyce C. Hagen's handout for the afternoon session.

SCHEDULE OF RECENT EXPERIENCE (SRE)
 (Short Form)

1. Under "Number of Occurrences" indicate how many times in the past year each of the events has occurred.
2. Multiply the number under "Scale Value" by the number of occurrences of each event and place the answer under "Your Score."
3. Add the figures under "Your Score" to find your total for the past year.

Life Event	Number of Occurrences	Scale Value	Your Score
Death of spouse	_____	100	_____
Divorce	_____	73	_____
Marital separation from mate	_____	65	_____
Detention in jail or other institution	_____	63	_____
Death of a close family member	_____	63	_____
Major personal injury or illness	_____	53	_____
Marriage	_____	50	_____
Being fired at work	_____	47	_____
Marital reconciliation with mate	_____	45	_____
Retirement from work	_____	45	_____
Major change in the health or behavior of a family member	_____	44	_____
Pregnancy	_____	40	_____
Sexual difficulties	_____	39	_____
Gaining a new family member (e.g., through birth, adoption, oldster moving in, etc.)	_____	39	_____
Major business readjustment (e.g., merger, reorganization, bankruptcy, etc.)	_____	39	_____
Major change in financial state (e.g., a lot worse off or a lot better off than usual)	_____	38	_____
Death of a close friend	_____	37	_____
Changing to a different line of work	_____	36	_____
Major change in the number of arguments with spouse (e.g., either a lot more or a lot less than usual regarding child-rearing, personal habits, etc.)	_____	35	_____

Taking on a mortgage greater than \$10,000
(e.g., purchasing a home, business, etc.)

31

Attachment 1
p 2

Foreclosure on a mortgage or loan

30

Major change in responsibilities at work
(e.g., promotion, demotion, lateral transfer)

29

Son or daughter leaving home (e.g., marriage,
attending college, etc.)

29

In-law troubles

29

Outstanding personal achievement

28

Wife beginning or ceasing work outside the home

26

Beginning or ceasing formal schooling

26

Major change in living conditions (e.g., building a new home,
remodeling, deterioration of home or neighborhood)

25

Revision of personal habits (dress, manners, associations, etc.)

24

Troubles with the boss

23

Major change in working hours or conditions

20

Change in residence

20

Changing to a new school

20

Major change in usual type and/or amount of recreation

19

Major change in church activities (e.g., a lot more or a lot
less than usual)

19

Major change in social activities (e.g., clubs, dancing, movies,
visiting, etc.)

18

Taking on a mortgage or loan less than \$10,000 (e.g., purchasing
a car, TV, freezer, etc.)

17

Major change in sleeping habits (a lot more or a lot less
sleep, or change in part of day when asleep)

16

Major change in number of family get-togethers
(e.g., a lot more or a lot less than usual)

15

Major change in eating habits (a lot more or a lot less food
intake, or very different meal hours or surroundings)

15

Vacation

13

Christmas

12

Minor violations of the law (e.g., traffic tickets, jaywalking,
disturbing the peace, etc.)

11

This is your total life change score for the past year

35

STRESS & BURNOUT:

FOUR OR FIVE HOURS OF HOW NOT TO!

Are you interested in a one day workshop specifically designed to increase your awareness of how and what areas of stress are created in your life? Are you interested in learning how to deal with short term and long term stressful situations? Would you like to learn to develop a conscious awareness of how assertiveness can counter situations when distress is effecting you?

If your answer is YES to any of these, you'll benefit from a workshop on stress and burnout. This workshop will be conducted by a psychiatric social worker, for a small group limited to librarians. The estimated cost is \$25.00 per person.

If you would like to receive an announcement of this workshop, please fill out this form and return to: Sarah Watstein; California State University, Long Beach; Library, Room 105A; 1250 Bellflower Blvd; Long Beach, Calif. 90840 or call (213) 498-4036.

Name: _____

Phone No. _____

Address: _____

City _____

State: _____

Zip code: _____

MOTIVATION

The following material comes from Organizational Psychology, by Schein. His position is that management behavior stems from the manager's assumptions about human nature, and he describes four possible kinds of beliefs. For our purposes, these are described in terms of teachers and students, rather than managers and employees:

- 1.) People are rational/economic. They are motivated by rewards. Since they are basically lazy, they will do nothing without incentives. Therefore, the teacher must motivate, organize, control - primarily by the manipulation of rewards.
- 2.) People are social. Students are basically motivated by the need for good relationships with fellow students and with teachers. Therefore the teacher must set up a congenial classroom situation, must care about students and stand up for them, and establish close harmonious relations with them.
- 3.) People are self-actualizing. Students, like other people, have a hierarchy of needs. As lower order needs are satisfied, higher order needs come into play, culminating in a need to use all of their potential - to self-actualize. Therefore, a teacher must provide for the fulfillment of lower order needs, adequate challenge, and a situation that allows students to fully use all of their abilities. There is no need to control and motivate, because motivation is within the students waiting to be released, and because they have the capacity for self-control.
- 4.) People are complex. People are different from each other, and have the capacity to grow and change. A student may start at an incentive level, and become self-motivated. Teachers must be flexible enough to provide different kinds of leadership for different kinds of people.

Problems leading to "jerkiness".

Stimulus boundness. Some non-intrusive matter - paper on the floor, or minor misbehavior - attracts the teacher's attention away from the ongoing activity, and the teacher becomes immersed in a reaction to the minor stimulus, distracting the class.

Thrusts. With no sign of being sensitive to the group's readiness to receive the message, the teacher bursts in suddenly upon the students' activities.

Dangles. An activity is started, and then left hanging in mid-air while the teacher changes to another activity, ...and then returns to the first.

Truncations. This is the same as a "dangle", except that the teacher does not resume the dropped activity.

Flip-flops. A new activity is introduced and begun, when the teacher goes back to the previous activity.

Problems leading to slowdowns.

Behavior overdwelling. (nagging) The teacher dwells on a misbehavior beyond what is necessary to get conformity.

Actone overdwelling. Some sub-part of a task (holding a pencil correctly) occupies the teacher's attention to the point where it interferes with getting on with the task.

Task overdwelling. Overelaborate explanations and directions are carried far beyond what is needed for most children to understand.

Prop overdwelling. The teacher overemphasises the materials used in an activity to the point where attention is focused more on the props than on the task for which they are to be used.

Fragmentation. An activity that could be performed as a single unit (lining up) is broken into time consuming sub-parts (children called into line one at a time) leading to significant waits between activities.

CLASSROOM MANAGEMENT

This material is summarized from J. Kounin's Discipline and group management in classrooms, New York, Holt, Rinehart, and Winston, 1970.

In a 1970 study of desist techniques, i.e. techniques for handling misbehavior, Kounin found that:

neither the degree of clarity, firmness and intensity of (the teacher's) desist efforts; nor whether she focuses on the misbehavior, or on the legal activity, or both; nor whether she treats the child negatively, or neutrally; makes any difference for how readily a child stops his deviancy or gets on with the prescribed task. (p. 70)

Thus, the ways that teachers dealt with misbehavior did not significantly effect the way children behaved in their classes, nor whether one child's misconduct was prevented from being contagious to others. This finding held true for classes in college, high school, elementary school, and kindergarten, as well as for classes for emotionally disturbed children, and in summer camp. In a subsequent study, Kounin found that the following factors were significant.

Withitness. Actions taken toward student misbehavior communicate that the teacher knows what is going on (eyes in back of the head). Two kinds of behavior communicate that the teacher does not know what is going on: target mistakes, where the teacher reproaches the wrong student, or a student who is doing something less serious while more serious behavior is ignored; and timing mistakes, where the teacher's action comes after the misbehavior has already spread, or increased in seriousness.

Overlapping. When presented with two things at once, the teacher attends to both. The teacher can respond to a misbehavior, or an interruption without totally removing attention from the rest of the group - does not get immersed in one to the neglect of the other.

Smoothness and Momentum. These are most likely to be lost during transitions from one activity to another, when the following problems can arise:

REFERENCES

- Bloom, B. Mastery learning. In J. Block (Ed.) Mastery learning: theory and practice, New York: Holt, Rinehart & Winston, Inc. 1971.
- Hunter, M. Motivation. El Segundo, California: Tip Publications, 1967.
- Kounin, J. Discipline and group management in classrooms. New York: Holt, Rinehart & Winston, 1970.
- * Lakein, A. How to get control of your time and your life. New York: Signet, 1975.
- Maslow, A. Toward a psychology of being. New York: Van Nostrand, 1962.
- Schein, E. Organizational psychology. Englewood Cliffs: Prentice-Hall, 1965
- Spolin, V. Improvisation for the theater. Evanston, Illinois: Northwestern University Press, 1963.